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THE SOUTH CAROLINA ABC STEERING COMMITTEE PROGRESS REPORT *Implementation of the Arts in the Basic Curriculum Project*

March, 1991

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*Winthrop
College*

The Arts in Basic Curriculum Project has seen enormous growth since its inception due to the efforts of numerous individuals and associations. We continue to strive for excellence in education realizing that a quality education must include the arts as a basic component of the curriculum. In the model sites funded through the S.C. Arts Commission/National Endowment for the Arts and/or the S.C. Department of Education (Target 2000), the arts are beginning to be integrated into curriculum. Other ABC initiatives including the Leadership Institute, teacher in-service training, public awareness campaign, advocacy network and curriculum frameworks are contributing substantially to educational reform in the state. These efforts supported, promoted and facilitated by teachers and administrators offer real opportunities for excellence. South Carolina is clearly becoming a leader in arts education in the schools. The National Endowment for the Arts, the American Council for the Arts, the Getty Center for the Arts, the national PTA as well as other state arts councils and departments of education applaud the growth and commitment to arts education in the state.

The next three years of the Arts in Basic Curriculum Project will continue to improve the status of arts education in South Carolina. Communication between public and higher education continues to improve through the Higher Education Arts Forum. Assessment in the arts, a research center in arts education and the development of certification in dance and drama are key issues to be addressed in the Forum. Other initiatives include the use of technology in the arts, integrating media and design art in the curriculum, arts experiences for administrators and educators, and evaluation of the ABC Project and Target 2000 programs.

The state of South Carolina is fortunate to have individuals that commit substantial time and energy to the development and implementation of arts education programs. These efforts will effect every child in every grade. It is through increased arts experiences that excellence in education will be achieved.

Wade Hobgood
ABC Project Director

*South Carolina
Arts
Commission*

In 1987 a blue print for arts education reform in South Carolina's public schools was created by the Arts in Basic Curriculum Steering Committee. This "blue print," known as the Arts in Basic Curriculum (ABC) Plan, has inspired significant advances in building comprehensive arts education programs in visual arts, music, dance, drama and/or creative writing in over one hundred South Carolina schools. As a result South Carolina is now recognized as a national leader in arts education reform.

The success of South Carolina's ABC Project is the result of a strong working partnership among the sponsoring agencies - the SC State Department of Education, the Governor's Office, the Joint Legislative Committee on Cultural Affairs, the SC Alliance for Arts Education and the SC Arts Commission; the long term commitment of the organizations and individuals represented on the ABC Steering Committee; the dedicated leadership of the Winthrop College School of Visual and Performing Arts which coordinates ABC Project activities; and the active support of the SC Arts Alliance arts education network.

In February 1991 the SC Arts Commission was selected by the National Endowment for the Arts to receive maximum funding for its second three-year ABC Project implementation grant, and South Carolina was recognized for the significant progress made in arts education reform.

As the ABC Project moves into its second implementation phase, the SCAC recognizes with gratitude the strong leadership and continuing financial support provided by the NEA and the SC General Assembly's support for the Target 2000: Education Reform Act which supports new arts education initiatives.

The SCAC looks forward to continuing to work with the many organizations and individuals dedicated to insuring that the arts will become an integral part of each child's education in South Carolina.

Scott Sanders
Executive Director
South Carolina Arts Commission

Purpose and Planning Phase

The goal of the Arts in Basic Curriculum (ABC) Project is to provide every child in South Carolina with a comprehensive, sequential, quality arts education that is comparable to instruction offered in other basic subjects. The plan was initiated with the premise that the arts are an indispensable part of a complete education. Quality education in the arts significantly adds to the learning potential of our students, greatly complements learning objectives in other disciplines, and establishes a firm foundation for success in school and life-long learning.

The ABC Plan outlines a curriculum taught by qualified arts teachers and reinforced by classroom teachers, school administrators, professional artists, arts organizations and community arts resources. The curriculum includes music, visual arts, drama, dance and creative writing and is grounded in a thorough exploration of each art form through four curricular components: aesthetic perception, creative expression, cultural heritage and historical inquiry, and aesthetic valuing. The exploration of these curricular components gives each student a broad-based understanding of both the artistic and analytical elements encompassed by each art discipline, offering essential learning experiences to create, express, analyze, value, and appreciate the historical and cultural significance of art within society. Through a quality K-12 arts education, the student will gain insight into the relevance and connection of the academic and the artistic, and will further understand his own opportunities toward personal growth and distinction.

The ABC Project is the product of an unprecedented coalition of South Carolina educators, artists, civic and legislative leaders, cultural and educational institutions, and educational and arts associations. The Project is jointly funded by the South Carolina Arts Commission, the National Endowment for the Arts and the South Carolina Department of Education (through Target 2000 Arts in Education Section). The ABC Plan outlines specific strategies for making the arts basic within South Carolina school curricula and has served to unify the voices of those who promote improved education and arts education in South Carolina's schools. The "blueprint" for making the arts basic was developed in 1987 by a statewide steering committee. Initially consisting of 56 members representing some 35 organizations and interest groups, the ABC Steering Committee was carefully structured to: 1) provide a working forum for broad-based input and plan development, and 2) act as the foundation for a broad advocacy coalition for arts education reform in South Carolina. The current 89-member committee includes

leadership from the arts, education, arts education, government leaders, public school administrators and teachers, higher education, and professional artists.

In September 1987, the ABC Steering Committee developed the following five basic statements which form the core of the project's philosophy:

1. Every child in South Carolina schools should have equal educational opportunities to study the arts.
2. The arts are basic to general education and have profound value in shaping the quality of life/education in South Carolina.
3. The arts impart necessary knowledge, skills and understanding, and are a vital part of the education of all children.
4. The arts transmit and express civilization and are an important resource in education.
5. Creativity, critical thinking, and problem-solving skills are fostered through quality arts education.

Over a four-month period of intensive work, the ABC Steering Committee, meeting in subcommittees and in general sessions, assessed the current state of arts education, established a vision for the future, and offered recommendations for implementation of project strategies. Major areas of analysis and planning included arts curriculum, teacher training and certification, arts in the school day, resources, and advocacy. A subcommittee focused on each of these topics and made specific recommendations, which were then reviewed and approved by the full ABC Steering Committee. The approved subcommittee recommendations were incorporated into a final list of 13 recommendations, which formed the basis of the ABC Project:

1. To define the arts as creative writing, dance, drama, music and visual arts;
2. To establish curriculum guidelines that include appropriate emphases on creative expression, aesthetic perception, cultural heritage and aesthetic valuing;
3. To promote statewide endorsement of the arts curriculum frameworks developed by the Department of Education;
4. To facilitate the development of curricula at the local level, sequenced grades K-12, within the parameters of state-adopted frameworks;

-
5. To ensure the teaching of the arts by specialists for all students, and to promote the employment of district-wide arts consultants/coordinators;
 6. To locate or develop model programs that effectively work in schools throughout the state and country;
 7. To conduct a study of the impact of requiring that at least one Carnegie Unit in one of the fine arts be required for high school graduation;
 8. To ensure that all four of the components in the S.C. Department of Education Curriculum Frameworks for the arts are integrated into the National Association of State Directors of Teacher Education and Certification (NASDTEC) program evaluation standards for teacher preparation programs in the arts;
 9. To create and implement generic and specialized in-service training packages for classroom teachers and for teachers of the arts;
 10. To create and implement, on an annual basis, a summer Arts Leadership Institute for selected teams of school administrators, teachers of the arts, and teacher educators in the arts;
 11. To create a long-range plan for teacher preparation and certification in dance and drama and to conduct a feasibility study to assess appropriate preparation and certification in creative writing;
 12. To endorse the "Philadelphia Resolution" and "Concepts for Strengthening Arts Education in School" published by the Ad Hoc National Arts Education Working Group, of March 24, 1986, and sponsored by the American Council for the Arts and Music Educators National Conference; and
 13. To develop a strong advocacy program to implement the ABC Project resolutions.

*Implementation
Strategies*

The ABC Steering Committee identified the following strategies for implementation:

1. Coordinate efforts among arts education advocates, institutions and associations.
2. Define specific goals, content and competencies for the arts in South Carolina schools.

-
3. Assess the current status and extent of specific objectives, curricula, measurement and resources for student achievement in the arts in South Carolina.
 4. Determine the means to train arts educators in methodology to implement the defined goals, content and competencies.
 5. Develop strategies to provide more adequate and equitable funding for the arts in South Carolina education.

South Carolina was one of only 16 states chosen by the NEA in 1987 to develop such a plan. In October 1988, South Carolina became one of eight states awarded an Arts in Schools Basic Education Grant (AISBEG) from the NEA to implement the developed plans for arts education reform. The \$150,000 grant, along with additional state and private funds, provided three years (1988-1991) to develop an arts curriculum in South Carolina's public schools with the substance and sequence outlined in the blueprint of the ABC Project.

The intent of the ABC Project is to encourage innovation and flexibility as schools design plans to incorporate the Project's recommendations to make the study of the arts a basic component in the curriculum. Program design varies from school to school, while ensuring that each child will have a comprehensive, sequential education in the arts.

ABC Steering Committee

The ABC Steering Committee provides guidance and advocacy for implementation of comprehensive arts education for all students in South Carolina. The committee includes leadership from the S.C. Arts Commission, S.C. Department of Education, Winthrop College's School of Visual and Performing Arts, S.C. Arts Alliance, S.C. Alliance for Arts Education, the Joint Legislative Committee on Cultural Affairs, and appointees composed of leaders from statewide education associations, the General Assembly, higher education institutions, related state agencies, individual teachers, school administrators and artists. The resulting leadership coalition has ensured that the arts will be established as a basic component of South Carolina curricula. The ABC Steering Committee, now comprised of 89 members, meets four times each year to review project initiatives and to make recommendations for implementation.

<i>ABC Staff</i>	<p>The Honorable Joseph H. Nesbitt, ABC Steering Committee Chair Wade Hobgood, ABC Project Director Carol Collins, ABC Project Coordinator</p>
<i>ABC Coordinating Committee</i>	<p>The Coordinating Committee consists of key representatives from the three administering agencies of the ABC Project. The committee is responsible for the daily administration of all ABC Project initiatives, and meets regularly to monitor activities, discuss implementation needs, and review strategies for the future.</p> <p>S.C. Department of Education: Ray Doughty, State Music Consultant Mac Arthur Goodwin, State Art Consultant</p> <p>S.C. Arts Commission: Scott Sanders, Executive Director Suzette Surkamer, Deputy Director Ken May, Assistant Deputy Director Brenda McCutchen, Arts in Education Program Director</p> <p>Winthrop College: Wade Hobgood, ABC Project Director and Associate Dean, School of Visual and Performing Arts Carol Collins, ABC Project Coordinator Bennett Lentczner, Dean, School of Visual and Performing Arts</p>
<i>ABC Subcommittees</i>	<p>The ABC Project established five subcommittees to address specific content and strategies of each ABC Project initiative and to ensure timely and careful examination of project activities. The subcommittees meet regularly to review and approve project activities, make recommendations for implementation, and to monitor the ongoing success of each component of the ABC Project.</p>
<i>Subcommittees and Chairs</i>	<p>Curriculum Content and Instruction: Ray Doughty, State Music Consultant, S.C. Department of Education</p> <p>Resources: James Rex, Vice President for Development, University of South Carolina</p> <p>Arts in the School Day: James Price, Principal, North Springs Elementary School, Elgin</p>

Teacher Preparation and Certification:

Herb Tyler, Chair, Furman University Education Department

Public Awareness and Advocacy:

Libby Patenaude, Chair, Columbia College Dance Department

*ABC Advocacy
Coordinator*

Betty Plumb, S.C. Arts Alliance

*1991 ABC
Steering
Committee
Members*

State Legislature and Related Agencies:

Stephen Elliott, Staff Counsel, House Education and Public Works
Committee

Senator John C. Hayes, Joint Legislative Committee on Cultural Affairs

Beverly Howard, Senior Budget Analyst, Senate Finance Committee

Representative Harriet Keyserling, Chair, Joint Legislative Committee on
Cultural Affairs

Len Marini, Director of Research, Joint Legislative Committee on
Cultural Affairs

Representative Joseph H. Nesbitt, ABC Steering Committee Chair

Terry Peterson, Chair, Joint Business Education Subcommittee of
Education Improvement Act

Representative Timothy Rogers, Joint Legislative Committee on Cultural
Affairs

Carol Stewart, Director of Research, House Education and Public Works
Committee

Ellen Still, Director of Research, Senate Education Committee

Janice Trawick, Executive Assistant for Education, Office of the Governor

Higher Education:

John Acorn, Chair, Art Department, Clemson University

Elbin Cleveland, Department of Theatre and Speech, University of South
Carolina

Cynthia Colbert, Art Department, University of South Carolina

Carol Collins, School of Visual and Performing Arts, Winthrop College

Donna Goodman, Department of Fine Arts, Francis Marion College

Wade Hobgood, Associate Dean, School of Visual and Performing Arts,
Winthrop College

Margaret Johnson, Department of Art and Design, Winthrop College

Reba Kinon, Commission on Higher Education

Craig Kridel, Department of Educational Leadership, University of South
Carolina

Bennett Lentczner, Dean, School of Visual and Performing Arts,
Winthrop College
Bryan Lindsay, Department of Fine Arts and Humanities, University of
South Carolina, Spartanburg
Arthur McDonald, Chair, Department of Art, Music and Theatre, College
of Charleston
Peter Mitchell, President, Columbia College
Libby Patenaude, Chair, Dance Department, Columbia College
Aretha Pigford, College of Education, University of South Carolina
James Rex, Vice President for Development, University of South Carolina
Marie Rosborough, Department of Educational Leadership, University of
South Carolina
Leo Twiggs, Executive Director, Stanback Museum, South Carolina State
College
Herbert Tyler, Chair, Education Department, Furman University

Public Education:

Renee Archer, Consultant for Mentally Handicapped, S.C. Department of
Education
Evelyn Blackwelder, S.C. School Boards Association
James Brown, Assistant Superintendent, Oconee County Schools
William Chaiken, Chief Supervisor, Curriculum Section, S.C. Department
of Education
David Christiansen, Accreditation Supervisor, S.C. Department of
Education
Jim Cross, Coordinator, Programs for Gifted, Greenwood School District
50
Chris Davis, Art Education, Dorman High School, Spartanburg
Edith Davis, Assistant Superintendent, Laurens School District 55
Lawrence Derthick, Superintendent, Sumter School District 17
Ray Doughty, Music Consultant, S.C. Department of Education
Sam Drew, Superintendent, Union County Schools
Ruth Earls, Physical Education Consultant, S.C. Department of Education
Anne Elam, Director, Programs for the Gifted, S.C. Department of
Education
Roy Fluhrer, Principal, Greenville Fine Arts Center
Jeanne Fowler, Chairman, S.C. Consortium for Gifted Education,
Anderson School District 2
Charles Gatch, Principal, Lexington Middle School
Mac Arthur Goodwin, Art Consultant, S.C. Department of Education
Elizabeth Gressette, Palmetto State Teachers Association

Florence Hale, Music Education, Pelham Road Elementary School,
Greenville
Thelma Hawkins, Secondary Music Education, Florence
Katherine Manigo, Music Education, Jasper County High School
Dot Martin, S.C. Association of School Administrators
Ginger Martin, Elementary Education, Manning Primary School
Rose Maree Myers, Principal, Ashley River Creative Arts Elementary
School, Charleston
Jane Matthews Nestico, Principal, J.C. Lynch Elementary School, Coward
James Olsen, Education Consultant, Camden
Lark Palma, Drama Education, Heathwood Hall Episcopal School,
Columbia
James Price, Principal, North Springs Elementary School, Elgin
Chris Robinson, Artist, S.C. School Boards Association
Nelle Taylor, Superintendent, Saluda County Schools
Sylvia Weinberg, Superintendent, Clarendon District 2

Arts and Related Agencies:

Randy Akers, Executive Director, S.C. Humanities Council
Jack Blodgett, Director, REACH (Rural Education Alliance for
Collaborative Humanities)
Vicki Cook, President, S.C. Arts Alliance
Lee Cox, S.C. Governor's School of Science and Mathematics
Beryl Dakers, Director of Cultural Programming, S.C. Educational
Television Network
Marion Draine, Regional Arts Coordinator, S.C. Arts Commission
Larry Hembree, Director, Kershaw Fine Arts Center
Gretchen Holz, Artist, Chopstick Theatre
Jean Jones, Commissioner, S.C. Arts Commission
Joel Keller, Manager, Greenville Symphony Association
Gail Matthews, McKissick Museum, University of South Carolina
Ken May, Assistant Deputy Director, S.C. Arts Commission
Brenda McCutchen, Arts in Education Director, S.C. Arts Commission
Jackie McNeill, Chairman, S.C. Alliance for Arts Education
Nick Peck, President, Pecknel Music Company
Sherril Pendergast, Arts in Education Director, Greater Augusta Arts
Council
Betty Plumb, ABC Advocacy Coordinator, S.C. Arts Alliance
Scott Sanders, Executive Director, S.C. Arts Commission
Eliza Stockman, President, S.C. Music Education Association
Lori Storie-Pahlitzsch, Writer, Greenville
Suzette Surkamer, Deputy Director, S.C. Arts Commission

Eleanora Tate, Writer, Myrtle Beach
Kay Teer, Director, Sumter County Museum
Betsy Terry, Commissioner, S.C. Arts Commission
Virginia Uldrick, Executive Director, South Carolina Governor's School
for the Arts
Kitty Waikart, South Carolina PTA
Susan Williamson, Chairman, S.C. Arts Foundation

PART TWO: ABC Initiatives and Implementation Strategies

ABC Implementation Phase One (1988-1991)

The first phase of the ABC Project's implementation, supported by a three-year grant from the National Endowment for the Arts (NEA), began with a press conference at the annual S.C. School Board Association convention. The featured speaker at the conference was then-NEA Chair Frank Hodsell, who proclaimed, "South Carolina is one of the most promising programs of art education in the nation and is in the forefront of national arts education leadership."

Throughout the foundation phase, the ABC Steering Committee continued to identify and advocate implementation of comprehensive arts education for all students in South Carolina. During this time, the groundwork for curriculum reform was made. Implementation activities included:

1. promotion of the discipline-based arts curriculum frameworks developed by the S.C. Department of Education in the areas of visual arts, music, dance and drama;
2. development and dissemination of in-service training packages for arts specialists, classroom teachers, and school administrators;
3. state and national funding for model projects in schools and school districts;
4. addition of drama and dance consultants for the S.C. Department of Education;
5. a summer Arts Education Leadership Institute for school district teams of superintendents, principals, arts specialists, and classroom teachers;
6. development of a statewide arts education advocacy network;
7. development of a statewide public awareness campaign to support ABC and arts education; and
8. extensive documentation and evaluation of project activities.

Implementation of the arts education program will be phased in over a seven-year period and will be based on plans developed by schools and school districts, subject to the availability of state and local appropriations. Local ABC plans are being designed to meet the specific needs of each school based on arts curricula developed within the parameters of the state adopted curriculum frameworks.

*Target 2000
Legislation*

South Carolina's Education Improvement Act (EIA) was passed in 1984 to evaluate and address educational needs within the state. EIA goals included strengthening the teaching of basic skills, raising student attendance and performance on standardized tests, reducing the dropout rate, enhancing teacher compensation and retention, addressing the special needs of low achievers and the gifted and talented (in academics and in the arts), improving leadership of schools at all levels and creating more effective partnerships among the schools, parents, community and business. Many of the reforms initiated under EIA did, indeed, show positive results, and this success generated an optimistic climate for reform in the state. There was also a strong sense among key advocates that the next phase of reform would need to move beyond the "basic skills" emphasis of EIA and toward "basic content" and higher-order thinking skills. Therefore, the timing was most appropriate for the ABC planning process in 1987.

In 1988, after the ABC Plan was firmly established, the Joint Business/Education Subcommittee (JBES) of the EIA, a public/private task force mandated by the original legislation, made additional recommendations for future educational reform and improvement in South Carolina. These recommendations included a call for additional basic skills improvement; substantial improvement in reading, writing and language arts programs; reduction of the high school dropout rate; improvement of problem-solving and higher-order thinking skills; increase in college and university attendance; innovative and flexible school-based management; involvement of parents; and extended curriculum to include a well thought out arts program and other subjects "beyond basic skills." These recommendations were the basis for the Target 2000 reform legislation passed in 1989.

Target 2000 expands and builds upon the EIA of 1984 and contains programs which address the JBES recommendations. ABC Steering Committee members, including the Director of the JBES, worked closely with the Joint Legislative Committee on Cultural Affairs in advocacy efforts to include arts education in the Target 2000 package. This legislation established the arts as a priority for educational reform and designated the S.C. Arts Commission and the S.C. Department of Education as leadership agencies for future recommendations in arts education policy.

The Arts in Basic Curriculum Legislation Section of the Target 2000 School Reform for the Next Decade Act, Division V: Emphasize greater

understanding by students of a variety of subjects beyond basic skills in order to achieve higher-order thinking skills and creativity.

"The State Board of Education, in conjunction with the S.C. Arts Commission, shall plan and develop discipline-based arts education curricula in the visual arts, music, dance and drama which complies with the SDE frameworks. The SDE shall cause the arts education curricula to be pilot tested in selected school districts during 1989-90, 1990-91, 1991-92, and 1992-93, and shall provide in-service training programs for arts specialists and classroom teachers. After pilot testing, SDE shall establish regulations related to in-service training and curriculum development in cooperation with the Arts in Basic Curriculum Steering Committee and after consultation with the Select Committee. These regulations shall encourage innovation and flexibility and reflect the integrity of instruction required by each arts discipline. These regulations must be developed in cooperation with school and district-level teachers and administrators. Funds for the program must be used by the school districts to:

1. plan, develop, and implement discipline-based arts education curricula in the visual arts, music, dance, or drama compatible with the SDE discipline-based arts education curriculum frameworks;
2. provide teacher in-service training programs for arts specialists, appropriate classroom teachers or both, which are approved by the SDE working with the state's colleges and universities;
3. hire certified arts specialists or contract with professional artists approved by the S.C. Arts Commission to assist certified arts specialists or appropriate classroom teachers or both in planning, developing, and implementing discipline-based arts education curricula.

The Joint Legislative Study Committee on Formula Funding shall review whether or not arts education should be given a weighting under the Education Finance Act, if appropriate, recommend a weighing, and report to the Select Committee by December 1, 1990. The General Assembly shall phase in the arts education program and funding for the arts education program after piloting over three years in substantially equal annual intervals."

*Funding for
Pilot Projects*

The Target 2000 Arts Education amendment has become a major force in the development of South Carolina's discipline-based arts education programs in the schools, providing four years of pilot testing (1989-1993) for innovative programming. The General Assembly appropriated \$360,000 in 1989 to the S.C. Department of Education (SDE) for funding of pilot sites to develop and implement discipline-based arts education programs in one or more areas of dance, drama, music and visual arts. SDE awarded 56 grants in 1989-90 for pilot projects under the Target 2000 Arts Education funding. For 1990-91, the General Assembly approved \$1,160,000 for Target 2000 Arts Education funding, and the SDE awarded 111 grants to schools and school districts to develop discipline-based arts education curricula, to implement program designs, to provide staff development and to hire arts specialists.

It should be emphasized that the process of implementation of the ABC Project necessarily involved a sense of continuity from its initial planning stage. While the S.C. Arts Commission is responsible for administering the ABC Project, all organizations involved in the development of the ABC Project were invited to continue their participation through the ABC Steering Committee. This committee has been responsible for in-depth planning and implementation of each component of the project, monitoring progress, and revising strategies when necessary.

Project Administration

The S.C. Arts Commission has worked closely with the S.C. Department of Education in planning and initiating all implementation strategies. In a call for proposals in 1989, the S.C. Arts Commission sought an independent institution to administer the activities and initiatives related to the Arts in Basic Curriculum Project. Winthrop College, recognized for its art, arts education and teacher preparation programs, was awarded a grant to administer the planning, implementation and coordination of project activities. Working from the Winthrop ABC office, within the School of Visual and Performing Arts, a Project Director and full-time Project Coordinator were contracted to coordinate administration of ABC initiatives. The S.C. Arts Commission, the S.C. Department of Education and the Winthrop College ABC office provide a triad of daily leadership and project management that represents higher education, statewide arts, and state educational agencies.

Model Sites

The ABC Project, with funding from the S.C. Arts Commission and the NEA, awarded model site planning grants in 1989 to 11 schools and school districts to design program plans for comprehensive, sequential arts education. Ten planning grants to develop district-wide or school-based discipline-based arts education (dbae) programs in dance, drama, music, visual arts and creative writing; and one implementation grant to explore assessment methods in the arts were awarded. Grant funds were used to develop curriculum designs, to provide staff development, to establish local advocacy networks and community support, to design implementation strategies, and to create documentation and evaluation procedures. In 1990, the ABC Project awarded eight model sites to implement their arts education programs.

The 1991-92 academic year marks the final year of the ABC Project's foundation phase. During this time, the ABC Steering Committee will review documentation and evaluations from the model sites to develop

priorities for the coming three years. Continued ABC model site funding is planned through 1994, as one component to the continued Arts in Schools Basic Education Grant (AISBEG) from the NEA.

1989-90 ABC Model Site Grants:

Aiken Elementary School	Oconee School District
Beaufort School District	Pine Street Elementary, Spartanburg
Charleston School District	Redcliffe Elementary, Aiken
Fairfield School District	Saluda School District
Laurens District 55	Spring Valley High School, Columbia
Lexington District Two	

1990-91 ABC Model Site Grants:

Beaufort School District	Oconee School District
Charleston School District	Pine Street Elementary, Spartanburg
Laurens District 55	Redcliffe Elementary, Aiken
Lexington District Two	Saluda School District

*Curriculum
Frameworks*

All ABC model sites and Target 2000 pilot projects are preparing discipline-based arts education (dbae) curricula based on the S.C. Department of Education's Frameworks for Arts Education. To assist model sites and schools developing arts education programs, the S.C. Department of Education prepared curriculum frameworks in dance and drama to parallel those already published for visual arts and music. In September 1989, a framework for dance education and a framework for drama education were approved by the ABC Steering Committee. The frameworks were endorsed by the S.C. Board of Education in October 1989. The Arts Education Curriculum Frameworks include four components:

1. aesthetic perception: awareness of the aesthetic qualities of the art form through analysis of the concepts of the art and how the art form communicates
2. creative expression: the development of skills used to express and communicate through the arts
3. cultural heritage: the historical and cultural setting in which the art works have been created, including socio-economic, political, ethnic, religious and philosophical considerations
4. aesthetic valuing: the development of the student's critical thinking skills, cultivating the ability to make informed judgments regarding excellence in the arts

*discipline-
based
In-Service
Training*

The ABC Project includes the development of in-service training packages for grades K-12 which will assist arts specialists, classroom teachers and administrators in incorporating the S.C. Department of Education Curriculum Frameworks into their own curriculum plans. The in-service packages in visual arts, music, dance, drama and creative writing will include introductory workshops for general audiences, as well as in-depth workshops for the arts specialists. Workshops focus on content and teaching strategies and include sample curriculum units which incorporate all four dbae components; strategies for collaboration among arts specialists, classroom teachers and administrators; and information on incorporating school and community resources. Funding for each in-service package is awarded through competitive grant proposals:

K-5 Visual Arts:

Awarded in 1989 to Dr. Cynthia Colbert, Department of Art, University of South Carolina.

K-5 Music:

Awarded in 1990 to Dr. Elda Franklin, Department of Music, Winthrop College.

6-12 Visual Arts and 6-12 Music:

Awarded in 1991 to a consortium with the Charleston School District and the College of Charleston. Barry Goldsmith, Fine Arts Supervisor of Charleston School District, and Dr. Edward McGuire, Dean of the School of the Arts at the College of Charleston, serve as Directors for the in-service project. Dr. Donald Shetler serves as Project Consultant.

Dance and Drama:

Calls for proposals to develop the in-service packages for dance and drama are scheduled for distribution by fall of 1992.

Creative Writing:

A call for proposals to develop the in-service packages for creative writing is scheduled for distribution by fall of 1993.

Advocacy

The S.C. Arts Alliance (SCAA) was contracted to oversee and administer the advocacy network for the ABC Project. The network is designed to effect change on both the state and local levels, and is structured to address arts education advocacy within each of South Carolina's 91 school districts, as well as in the state as a whole. The SCAA contracted an ABC Advocacy Coordinator to recruit network members and to manage communications. In conjunction with the S.C. Arts Commission,

the S.C. Department of Education, Winthrop College, the Joint Legislative Committee on Cultural Affairs, and the Joint Business/Education Subcommittee, the Advocacy Coordinator has been instrumental in distributing project updates and effective alerts related to pending legislative action.

In April of 1989, the number of advocates totalled 427. Since that time, the Advocacy Network has grown to over 1300 members from the arts, arts education, education and business communities. The inclusion of arts education as a key component in the Target 2000 education reform package, the legislative mandate for funding for four years of pilot testing of arts education curricula, and the 1991 budget increase for Target 2000 arts education initiatives are examples of effective advocacy by the network.

The ABC Advocacy subcommittee began preparations for a public awareness campaign in November 1989. Initial meetings included identification of priorities, short- and long-term goals and future advocacy needs. In January of 1990, the ABC Project contracted a public relations consultant to work with the Advocacy subcommittee in developing strategies for the statewide campaign. The consultant worked with the Advocacy committee through December of 1990 in finalizing plans for the campaign. The audience identified for the campaign included key legislators, the General Assembly, the business community, arts groups, educators, the news media, students and civic leaders. The campaign theme, "In South Carolina, Arts Education Means Business," ties into the economic impact that the arts and arts education can make and establishes a clear connection with the community, our schools, the cultural and educational benefits from the arts, and the commitment to arts education in the South Carolina.

Public Awareness Campaign

Activities outlined in the campaign include the establishment of a blue-ribbon committee of business leaders; preparation of media kits and announcements; materials for brochures, briefings, speeches and letters to editors; a grassroots communication program; news conferences; substantive outreach efforts; and "Arts in Education" days to celebrate the success of arts education programs and to address local constituents. The campaign program is divided into three basic components: Early Organization through September of 1991; Issue Development through December 1991; and Legislative from January 1992 through June 1993. The goal of these activities is to enhance awareness of the important role

of arts education for our students and for our communities, and to develop support for the continued success of the ABC Project.

In 1990, the American Council for the Arts (ACA) offered public relations assistance in arts education to three leading states. South Carolina, Missouri and Washington were selected as models for their outstanding leadership and promotion for arts in education. Milton Rhodes, President of ACA, stated, "In recognition of its outstanding support for arts education, South Carolina was selected as a prime state to support in their efforts to develop a public awareness campaign." The ABC Steering Committee will be working with the ACA to implement the goals for the campaign.

*State Drama
and Dance
Consultants*

Two part-time consultants in dance and drama were hired through the S.C. Department of Education (SDE) during the 1989-90 academic year and continued their positions in 1990-91. Jo Ann Graham was contracted as the Dance Consultant, and Buren Martin was contracted as the Drama Consultant. The ABC Project calls for full-time consultants in dance, drama and creative writing, in addition to the visual arts and music consultants already employed by the SDE.

*Arts Education
Leadership
Institute*

The ABC Project provides funds for the development and implementation of annual Arts Education Leadership Institutes to provide guidance in developing comprehensive arts education programs in the schools. Furman University's Department of Education was awarded the grant to develop and conduct the first annual summer Arts Education Leadership Institute, scheduled for summer of 1991. Developed with input from an advisory committee, the Institute will provide strategic planning and team-building activities, as well as in-depth sessions in specific content areas, for school district teams of teachers and administrators seeking to reform arts education at the local level.

*S.C. Arts
Education
Forum: Higher
Education
Initiatives*

In February 1990, Winthrop College hosted the first Higher Education Arts Forum to address issues related to higher education and future initiatives related to ABC Project in South Carolina. Representatives from S.C. public schools and college/university departments of education, arts and arts education met to make recommendations for future teacher preparation, certification and other key issues. The Forum

was designed to facilitate communication among public schools and institutions of higher education. The 1991 Forum focused on certification needs for dance and drama, on assessment in the arts, and goals for a S.C. Arts Education Research Center. The ABC Project will continue to provide a network for coordinating arts education initiatives by providing annual Higher Education Arts Forums.

*Documentation
and Evaluation*

Documentation of all project activities has been coordinated through the Winthrop ABC office. The ABC Newsletter, published quarterly from the Winthrop ABC office, serves to distribute updated project information to schools, advocates and other interested parties. Model sites have been responsible for documentation of both project evaluation and student assessment in the arts within local schools and the school districts.

A formal evaluation of the ABC Project will be conducted by an outside consultant during 1991. The evaluation is sponsored by the S.C. Arts Commission, the ABC Project and the S.C. Department of Education, and includes a project evaluation of the ABC Project and the Arts in Education section of Target 2000. The formal evaluation will assist in determining the initial impact of the project activities, in documenting effectiveness of project initiatives, and in giving recommendations for future implementation goals and strategies. A second component to the evaluation includes identifying assessment methods in the arts, both in South Carolina and in the nation. The evaluator will work with model sites in developing guidelines for implementation of student assessment in the arts and will recommend assessment tools for determining the impact of arts education on student learning, critical thinking skills and problem-solving skills.

Goals and ABC Project Initiatives (1991-1994)

The ABC Project initiatives addressed during the initial implementation phase are being successfully addressed, with collaboration among the ABC Steering Committee, local schools and districts, professional artists and consultants, South Carolina colleges and universities, and statewide arts and educational organizations. To address visions and needs for the future, the ABC Coordinating Committee met in the summer of 1989 to discuss priorities and strategies for the next three years of the ABC Project. Recommendations were approved by the ABC Steering Committee, and a grant for additional funding through the Arts in Schools Basic Education Grant (AISBEG) was awarded from the National Endowment for the Arts. During the second implementation phase (1991-1994), the ABC Project will continue implementation of the foundation phase activities, and will continue to identify new initiatives. The ABC Steering Committee identified four major goals for the continued success of the ABC Project:

1. Maintain an effective ABC leadership coalition.
2. Secure adequate funding and effect necessary legislative and regulatory action to implement the ABC Project statewide by the end of the decade.
3. Develop comprehensive, substantive and sequential arts curricula that include effective methods of student assessment.
4. Ensure that well trained teachers are available to all children in South Carolina in all arts disciplines.

Project Administration and Leadership

Goal 1: Leadership

The ABC Project will continue to be coordinated by a strong leadership coalition through partnership agencies and the ABC Steering Committee. Representatives from the S.C. Arts Commission, S.C. Department of Education and Winthrop College will continue to serve on the Coordinating Committee to review and implement all activities. The Coordinating Committee will conduct an annual planning retreat to examine yearly implementation activities and to discuss needs and strategies for the future. The Steering Committee will act as the implementation panel for all project initiatives, and will be restructured into additional cross-cut committees to add special attention to each project activity. These committees will recommend, develop, and review priorities for each ABC activity, and will ensure careful examination of implementation methods. The Project Director and Project Coordinator positions will be maintained to oversee all administrative activities and to ensure implementation and evaluation of all initiatives.

*Project
Documentation
and Evaluation*

Documentation of all project activities will continue to be processed through the S.C. Arts Commission and the Winthrop ABC office. Model sites will continue to document all planning and implementation activities within their individual sites. Following the 1991 formal evaluation, the Steering Committee and Coordinating Committee will address any areas of need for specific study and redesign. In preparation for the 1993 legislative review of Target 2000 pilot activities, careful documentation regarding the impact of arts education on student learning and school performance will be developed. From this documentation, recommendations for legislative and educational policy will be prepared and reviewed. A second formal project evaluation will take place in 1993, prior to legislative review. An outside evaluator will be contracted to perform this evaluation.

*Arts Education
Leadership
Institutes*

Following the 1991 summer institute, evaluation and recommendations will be incorporated to prepare for the 1992 Institute. Proposals for 1992-1994 institutes will be requested, reviewed, contracted and implemented on a yearly basis. Consistency and priority of needs will be maintained from year to year by the ABC Steering Committee.

*Retreat for
Administrators
and Educators*

As an adjunct to the Leadership Institute and to the Higher Education Arts Forum, a retreat for arts educators and school administrators will be conducted to build support for extended programs in both the public schools and in higher education.

*Network with
Other State
AISBEG
Projects*

To strengthen national collaboration for effective arts education programs, the ABC Project will initiate a network with the other state Arts in Schools Basic Education Grant (AISBEG) projects. In 1991, AISBEG project representatives from the southeastern states will be invited to a conference in South Carolina to exchange information, establish a regional alliance for reform in the public schools, review implementation strategies and needs, discuss priorities for future reform, and build a framework for continuous communication. Among other recommendations to be made, the ABC Project will suggest that a nationwide AISBEG Network be developed, and that conferences be held annually in different states to extend and maintain collaborative communication. The ABC Project will work closely with the Southern Arts Federation in the development of its southeastern regional arts education initiatives.

Advocacy

Goal 2: Funding and Regulatory Action

During the next three years, the Advocacy network will continue to grow, with emphasis placed on developing local networks with ABC and Target 2000 pilot projects, which will be linked to the statewide network. ABC Committee members serving the legislature, S.C. Department of Education, S.C. Arts Alliance and S.C. Arts Commission will continue to coordinate legislative alerts with the ABC Advocacy Coordinator, with the objective of securing annual budget increases for Target 2000 Arts Education initiatives and the ABC Project. Special focus will be made in advocacy and public awareness in preparation for the 1993 legislative review regarding future arts education policy. Additional support from the South Carolina PTA, school administration and other education advocates will be solicited.

*Public
Awareness
Efforts*

The ABC coalition will continue the statewide public awareness campaign, developed during 1990-91, throughout the proposed project period. Leaders from the business community and the legislature are initially targeted. A business committee for the arts will be organized, with improvement in arts education as one of its major goals. Materials will be prepared for speeches, the newspapers, schools, the legislature, and the media. Carefully orchestrated public forums will be held in local districts addressing the value and importance of arts education. During this phase, the ABC Project will be working with the American Council on the Arts (ACA), which has selected South Carolina as one of three states in which public awareness campaigns for arts education will be piloted.

Model Projects

Goal 3: Arts Curricula

The S.C. Arts Commission will continue to provide matching funding through 1994 for model projects to implement dbae programs in all art forms. Special attention will be given to the documentation of model project strategies, successes, and impact on student achievement. All documentation materials will be compiled for evaluation of the ABC project in 1993, at which time a committee will review materials and make recommendations for future legislative policy regarding arts education. Advocacy for annual budgetary increases for the Target 2000 Arts Education Section of EIA will continue. All sites will develop local documentation and will prepare year-end reports for committee review. The Winthrop ABC office will maintain consistent communication with the ABC model sites to ensure effective implementation procedures.

*Collaborative
with Arts
Education
Researchers*

The ABC Project will bring the state's arts education researchers together to examine the ABC Project initiatives, discuss contemporary issues in arts education, discuss strategies for future implementation activities, and assist in the evaluation of program designs. These professionals in art, music, drama, dance, education and creative writing will be asked to serve as consultants for the model projects and to assist ABC staff in collecting information on arts education research throughout the nation. Development of this "collaborative" is the first step toward the establishment of a permanent Arts Education Research Center in the state.

*Arts Education
Research
Center*

To gather both state and national data on arts educational reform, arts education policies and strategies, and research in arts education and related disciplines, the ABC Project will establish an Arts Education Research Center as a resource to schools, educators and administrators. The Center will bring together state researchers and educators with nationally known visiting scholars, and will support research and development activities in vital areas of the S.C. Arts Curriculum (such as critical thinking in the arts, multi-cultural arts education and student assessment). The objective during this phase of the ABC project is to enter into a joint sponsorship agreement with a state higher education institution for the creation of a research institute before the end of the project period.

*Assessment in
the Arts*

Each model site will develop methods for student assessment in the arts, with assistance from the evaluator/consultant contracted during 1991, and will continue to modify and refine these methods throughout the proposed project period. Consultants will be identified through the Arts Leadership Institutes, the Arts Education Research Center, and the Higher Education Arts Forums to assist model sites, ABC staff and the S.C. Department of Education in developing assessment models. Assessment was the focus of the 1991 Higher Education Arts Forum, the 1991 S.C. Arts Education Conference, and will be one of several key issues discussed during the Arts Researchers Collaborative in 1991-92. The 1991 Evaluation of the ABC Project and Target 2000 Arts Education will include an assessment study in collaboration with the ABC and Target 2000 model sites.

*Creative
Writing
Framework*

In December 1990, the ABC Curriculum Committee met with professional writers and representatives of South Carolina writing projects, university English programs, literary and educational agencies, and teachers of writing to assist curriculum design and implementation of the creative writing component. From this meeting, an advisory committee was created to establish goals and priorities for a state creative writing framework. Contemporary issues regarding curriculum design for creative writing will be examined, including writing across the curriculum, language arts, literary arts, and the collaboration of the arts and humanities. The Creative Writing Advisory Committee will provide leadership and direction for the ABC Project and for schools who are expanding their arts education programs to include creative writing. A formal Creative Writing Curriculum Framework will be developed during 1991-92 that parallels the S.C. Department of Education's frameworks in other arts disciplines.

*Media and
Design Arts*

In 1991, the ABC coalition will solicit the assistance of professionals and arts educators in the media arts and design arts to examine potential roles and applications of these art forms in the ABC Project. Goals and strategies will be developed, investigating the potential for curriculum design, instructional methods, and applications within existing arts curricula. A task force will be formed for both media arts and design arts to review data and to make recommendations for implementation.

*Teacher In-
Service
Packages*

Goal 4: Well Trained Teachers

All teacher in-service packages (TISP) for music, visual art, creative writing, dance and drama will be completed or contracted by fall 1993. When completed, all materials will be edited for publication. As each package is developed, an ABC committee will review its content and presentation, make recommendations for revision, and suggest methods for dissemination throughout the state. After completion, each TISP will be made available to schools and districts seeking in-service training for discipline-based arts education.

*Arts Education
Forums for
Higher
Education
Initiatives*

The 1990 Higher Education Arts Forum provided representatives from school districts and teacher education institutions across the state with an overview of ABC Project initiatives and generated a range of recommendations for teacher preparation strategies that will meet new demands created by the ABC initiatives. To promote continuing

developments in teacher education and arts education research in the state, the ABC coalition will sponsor an annual Higher Education Arts Forum. Each Forum will bring together school district teachers and administrators with representatives from higher education to focus on teacher preparation needs for the state.

*Alternative
Certification*

To assist schools in hiring personnel for dance and drama programs now being developed and implemented, the ABC Project will work closely with the S.C. Department of Education (SDE) to create alternative teacher certification provisions in these areas. In 1991, a committee comprised of ABC and SDE staff was established to develop specific recommendations and procedures for alternative certification. These recommendations will be reviewed by the SDE for approval and implementation. Recommendations toward full certification in dance and drama will also be reviewed. The ABC project will offer technical assistance and possible grant support to state colleges and universities seeking to develop model teacher education degree programs for dance and drama that will potentially lead to future full certification.

*Renewal
Experiences for
Arts Teachers*

In working with model sites and with arts educators throughout the state, the ABC Project realizes the need for teachers to have more opportunities for their own artistic regeneration. In conjunction with other planned activities, such as the Leadership Retreats, Researchers Collaborative, Higher Education Forums, etc., or as separate events, the ABC Project will offer a series of arts experiences for arts teachers at different locations around the state during the next three years. The focus of these events will not be pedagogy, but creative exploration and enrichment within each art discipline.

*Technology in
Delivery
Systems*

An ABC subcommittee will be established to research the role of technology in teacher training and instructional outreach in arts education. The committee will investigate the potential for teaching methods, enhancement for program instruction and design, and systems for delivery using video, computer, and other media. ABC staff will collaborate with S.C. Educational Television to establish goals, discuss implementation methods, and develop a system of delivery for arts instruction and in-service training through the state's extensive instructional telecommunications system. Examination of the state's telecommunications resources will provide data and on-line potential for an arts education network.

February, 1991

*Joint
Legislative
Committee for
Cultural
Affairs*

As Chair of the Joint Legislative Committee on Cultural Affairs (JLCCA), I am thrilled - and somewhat amazed - at the tremendous progress made by the Arts in Basic Curriculum (ABC) Project. The project's ambitious goal - to provide a basic education in the arts for every child in South Carolina - is now fast becoming a reality. I am delighted that the JLCCA has been involved from the very beginning with the State Department of Education and the S.C. Arts Commission in efforts to reach this goal.

The Arts in Basic Curriculum (ABC) Steering Committee, chaired by former State Representative (and JLCCA member) J.H. Nesbitt, must be given the major credit for the success of the project. Through its 89 members, the Committee brings together governmental, educational, and arts leadership in the state. Indeed, the ABC Steering Committee incorporates in one body the leadership necessary to implement and provide funding to make the arts basic to education.

The JLCCA will continue to support and provide leadership and legislative liaison for this critical project. We believe that South Carolina's education system must inspire maximum achievement. And we know that including the arts as a basic will teach students problem-solving and critical thinking, key components for providing a competitive edge to students who will be responsible for running our country in a twenty-first century world.

Congratulations on this excellent and exciting project. Keep up the momentum.

Harriet Keyserling

Chair, Joint Legislative Committee on Cultural Affairs

March, 1991

**S.C. Alliance
for Arts
Education**

The South Carolina Alliance for Arts Education has been involved with Arts in Basic Curriculum (ABC) since its inception and gives total support to the project.

The Alliance commitment has included representation and leadership on the ABC Board. The ABC Project has been adopted as the official arts curriculum for the SCAAE.

Members of the SCAAE Executive Committee continue to serve in leadership positions as the plan develops. Individual SCAAE members have received funding to plan and implement ABC model sites in schools and districts throughout the state.

SCAAE publicly supports the Arts in Basic Curriculum Project as a viable, comprehensive and substantive plan and pledges continued leadership in all aspects of the project.

Jackie McNeill

Chair, S.C. Alliance for Arts Education

March 5, 1991

**S.C.
Department of
Education**

Recognizing the significant contribution that education in the arts makes to the general education of all students, I am reaffirming the South Carolina Department of Education's support for the continuation of the Arts in Basic Curriculum Plan (ABC). Clearly this jointly-funded effort by the South Carolina Arts Commission, the National Endowment for the Arts, and the Department of Education (through Target 2000) is an outstanding collaborative venture that is already bringing about improvement in the substance and delivery of arts education to the school children of South Carolina.

The continued development of discipline based arts instruction; the expansion of the arts curriculum to include drama and dance; and the implementation of new teacher in-service programs in arts education are all imperative to establishing the arts as a legitimate part of the core curriculum in South Carolina public schools. The Department is grateful to the Arts Commission and the ABC Steering Committee for providing the organizational structure necessary to give successful continuity to this initiative. Be assured that the Department of Education's commitment to discipline based arts education in visual arts, music, dance, and drama remains strong.

We look forward to actively working with the ABC Steering Committee during 1991-92 in pursuit of quality arts education for all South Carolina children.

Sincerely,

Barbara Stock Nielsen, Ed.D
State Superintendent of Education

April, 1991

**Office of the
Governor**

As you know, I have been a strong supporter of the Arts in Basic Curriculum program since its inception.

Arts education is a powerful teaching and learning tool. Through the arts our children develop the skills that will be most in demand in the economy of the 21st century: a critical sense, an ability to reason, a facility for solving problems creatively. Instruction in the arts is not a luxury to be afforded the fortunate few. It is a necessary element in every child's schooling, and an element that we cannot afford to neglect.

Last year I made the following statement:

If we really want to compete on a global scale, American students of the next century are going to have to be as literate in the arts and humanities as they are in math and science. The Japanese already have intensive sequential arts education from kindergarten through twelfth grade. That probably helps to explain the fact Japan is one of the most productive and most technologically innovative countries in the world.

Our survival in the global marketplace depends in large part on the extent to which our graduates have mastered the kinds of skills arts instruction can give them. This document, and the Arts in Basic Curriculum program it describes, represent important steps toward a better future for our children. I commend it to your attention.

Sincerely,

Carroll A. Campbell, Jr.
Governor

OUTLINE* OF THE S.C. FRAMEWORK FOR DANCE EDUCATION:

1. Aesthetic Perception
 - Body as Instrument
 - Body*
 - Space*
 - Time*
 - Dynamics*
2. Creative Expression
 - The Person and the Process
 - Experimentation*
 - Composition*
 - Performance*
 - The Product
 - Form and Structure*
 - Choreographic Criteria*
3. Dance Heritage: Historical and Cultural
 - Spectrum of Roots and Styles
 - Universal Themes*
 - Styles*
 - Other Considerations*
4. Aesthetic Valuing
 - Dance as Communication
 - Creative Expression*
 - Universality*
 - Great Works*
 - The Choreographic Process as Separate from the Choreographic Product: Inherent Values
 - Process: Performer, Observer*
 - Product: Performer, Observer*
 - Judge the Quality of Dance
 - Use of Aesthetic Principles of Composition*
 - Use of Choreographic Criteria*
 - Level of Expertise*
 - Relationship of the Performer to the Clarity of the Performance
 - Aesthetic Factors: Performance, Production*
 - Increasing Dance Vocabulary and Expressive Skills

*The complete framework for Dance Education is available from the S.C. Department of Education, Curriculum Development Office, 803-734-8384.

OUTLINE* OF THE S.C. FRAMEWORK FOR VISUAL ARTS EDUCATION:

1. Aesthetic Perception
 - Visual and Tactile Perception
 - Design Elements*
 - Visual Characteristics*
 - Underlying Structure*
2. Creative Expression
 - Artistic Knowledge and Skills
 - Content/Skills*
 - Design Elements and Principles*
 - Three-Dimensional Qualities*
 - Print Media*
 - Craft Media*
 - Graphic Arts*
 - Photographic Medium*
 - Environmental Design*
 - Career Opportunities*
3. Visual Arts Heritage: Historical and Cultural
 - Varying Cultural Themes
 - The Creative Process
 - The Artist's Role
 - Varying Cultural Styles
 - National Cultural Styles
 - Function of Visual Arts in a Community
 - Visual Arts From World Cultures
4. Aesthetic Valuing
 - Analysis, Interpretation, Judgment
 - Design Elements*
 - Art Media and Processes*
 - Artistic Mood*
 - Aesthetic Characteristics*
 - Artistic Styles*
 - Aesthetic Similarities and Differences*
 - Artistic Characteristics*
 - Aesthetic Characteristics*

*The complete framework for Visual Arts Education is available from the S.C. Department of Education, Curriculum Development Office, 803-734-8384.

OUTLINE* OF THE S.C. FRAMEWORK FOR DRAMA EDUCATION:

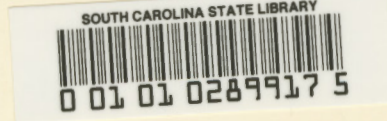
1. Aesthetic Perception
 - Concept Development
 - Sensory and Emotional Perception*
 - Imagination*
 - Movement*
 - Language*
 - Voice*
 - Discipline*
 - Self-Concept*
2. Creative Expression
 - Skills Development
 - Interpersonal Skills/Ensemble*
 - Problem-Solving*
 - Improvisation*
 - Characterization*
 - Playmaking/Playwriting*
 - Directing*
 - Technical Elements*
 - Theatre Management*
3. Drama/Theatre Heritage: Historical and Cultural Social and Historical Context
 - Drama/Theatre*
 - Roles and careers*
 - Theatre Heritage*
4. Aesthetic Valuing
 - Knowledge and Understanding
 - Dramatic Elements*
 - Theatre Attendance*
 - Theatre and Other Arts*
 - Aesthetic Response*

*The complete framework for Drama Education is available from the S.C. Department of Education, Curriculum Development Office, 803-734-8384.

OUTLINE* OF THE FRAMEWORK FOR S.C. MUSIC EDUCATION:

1. Aesthetic Perception
 - Concept Development
 - Sound Generations*
 - Sound Modifications*
 - Pitch*
 - Rhythm*
 - Harmony/Texture*
 - Form*
 - Tempo*
 - Dynamics*
 - Timbre*
2. Creative Expression
 - Skills Development
 - Singing*
 - Playing*
 - Movement*
 - Reading and Writing Music*
 - Creating*
 - Listening*
3. Music Heritage: Historical and Cultural
 - Personal Heritage
 - Musical Heritage
 - Social and Historical Heritage
4. Aesthetic Valuing
 - Knowledge and Skills
 - Cultural Background*
 - Judgment*
 - Function of Music*
 - Music Structure and Elements*
 - Valuing*

*The complete framework for Music Education is available from the S.C. Department of Education, Curriculum Development Office, 803-734-8384.



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